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ABSTRACT

This report describes a program that was designed to end the isolation typically experienced by language minority students in traditional bilingual education and to provide language majority students the opportunity to acquire proficiency in a second Language. The program served 4 classes of approximately 22 students each (85 students) in kindergarten through grade 3, with one grade level to be added each year until a longitudinal and comprehensive two-way developmental bilingual program exists through grade 5. Each participating class was composed of about 50% native speakers of Spanish and 50% native speakers of English. Each language was used as the medium for instruction about half the time, with language mixing in the classroom avoided. Data from the first 2 years of the program indicate that substantial progress was made toward the program's 3-year goals for program participants in both oral language proficiency and content area achievement. In content areas, students of limited English and limited Spanish proficiency performed at or above grade level or showed growth. Parents were very satisfied with the language classes offered. An appendix provides a checklist for project goals. (Contains one figure, eight tables, and five references.) (SLD)

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ED 405 443

RESEARCH

*Report on Educational Grants*

An Evaluation Report from the Department of Research and Evaluation

# *Compartiendo Culturas* / Sharing Cultures: A Title VII Two-Way Bilingual Program at Herod Elementary School 1995–96

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## Executive Summary

# *Compartiendo Culturas* / Sharing Cultures
# A Title VII Two-Way Bilingual Program
# in Gary L. Herod Elementary School
# 1995–96

### Program Description

Compartiendo Culturas/Sharing Cultures, a Title VII Two-Way Developmental Bilingual Education (DBE) Program at Gary L. Herod Elementary School in the HISD, began in September, 1994. This locally designed program was created to end the isolation from the general student population that language minority students experienced with traditional bilingual programs. Simultaneously, the program would provide language majority students with the opportunity to acquire proficiency in a second language. The Herod Elementary School Compartiendo Culturas Program, is presently serving three classes of approximately twenty-two students, Kindergarten through second grade. The program is designed to add one grade level each academic year until a longitudinal and comprehensive Two-Way developmental bilingual program, K–5, exists at Herod Elementary School. Each class participating in the Compartiendo Culturas/ Sharing Cultures Program is comprised of approximately 50% native speakers of Spanish and 50% native speakers of English. Students are taught in self-contained classrooms by a bilingual teacher and a bilingual instructional aide. Spanish is the medium of instruction for 50% of the time, and English is utilized the remaining fifty percent of the time. Language mixing in the classroom is avoided.

The goal of this evaluation report was to describe the implementation of the DBE program at Herod Elementary, Compartiendo Culturas, and to document any progress, or lack thereof, for the second year of the program's existence. As this program is part of a three year effort, findings reported in this evaluation will be assessed in terms of the progress being made toward the program's long-term goals for its participants. The following research questions were addressed:

1. What were the demographic characteristics of the program participants?
2. What were the students' oral language proficiencies, in both English and Spanish, at the end of the second year of instruction, as measured by the Woodcock-Muñoz test? What has been the progress in two years?
3. What were the student achievement levels in the content areas as measured by the SABE test for LEP students and the ITBS test for FEP students, during the second year of instruction in the program?
4. To what extent did the program staff participate in the program training? How did the training help the program staff achieve their instructional goals?
5. How were parents involved in the *Compartiendo Culturas* program and what were their perceptions of the program?
6. What were the perceived strengths of the *Compartiendo Culturas* program?
7. What were the recommendations of program staff, and parents for improving the quality of the program implementation?

### Findings

- The *Compartiendo Culturas* Program served 85 students during the 1995–96 school year. Overall, students were close to evenly distributed across grades by language proficiency and number.

- At the end of the program's second year, LEP students demonstrated very limited to limited oral proficiency in English and limited to fluent oral proficiency in Spanish. FEP students demonstrated negligible to very limited oral proficiency in Spanish and fluent to advanced oral proficiency in

English. Overall, substantial oral language proficiency progress was observed.

- Program staff participated in 33 hours of training for the program, which included topics such as Cooperative Learning, Whole Language and Interdisciplinary Curriculum, and Proper Use and Context of Developmentally Appropriate Practices. Program staff also attended national conferences on bilingual education and observed other dual-language sites in Virginia, Texas, and Arizona.

- All of the program staff was satisfied with the training provided. Survey responses indicate that the staff found the training useful for program implementation and important to their overall professional development.

- In the content areas, both LEP and FEP students' performance was at or above grade level or showed growth. FEP students, tested with the Iowa Test of Basic Skills, performed at or above theoretical grade level. LEP students, tested with the Spanish Assessment of Basic Skills (SABE), performed at or above theoretical grade level, as well.

- Parental involvement was designed into the program, and encouraged through workshops and classes offered to supplement the program. In particular, parents were provided English and Spanish as a second language classes, and workshops designed to provide parents with materials and training to supplement their child's education. Based on a parental surveys, parents were satisfied with these classes and workshops.

- Based on the staff and parents surveys, some of the perceived strengths of the program include the better preparation of the program in year two, the student language development, and the social/emotional climate of the program. Program implementation was observed to be organized and coherent. Student language development was observed, both by teachers/parents and quantitatively. Parents were very satisfied with the language classes offered, based on survey responses, and with the social/emotional climate of the program.

- The recommendations and areas of concern expressed mostly by parents were concerned homework issues (not being able to help their child with foreign-language homework) and the parental language classes. Several parents wanted more classes offered to them, while others recommended additional activities to maintain what they had learned.

**Recommendations**

1. Based on the oral language ability data, both groups maintained gains made in the first year. The program staff should continue to monitor and adjust the program's strategy, if appropriate, to continue improvements in the level of oral language proficiency in both language groups.

2. Given the overall positive trends of the program, staff should explore methods of expanding the program into the future years. Both groups are showing above average performance in academic subjects while developing foreign language proficiency. It would enhance the program if students had additional grades in which to continue their language proficiency.

# *Compartiendo Culturas* / Sharing Cultures
# A Title VII Two-Way Bilingual Program
# in Gary L. Herod Elementary School
# 1995–96

*Compartiendo Culturas/Sharing Cultures, a Title VII Two-Way Developmental Bilingual Education (DBE) Program at Gary L. Herod Elementary School in the HISD, began in September, 1994. The program served four classes in 1995–96 of approximately twenty-two students, kindergarten through third grade, with one grade level to be added each academic year until a longitudinal and comprehensive two-way developmental bilingual program (K–5) exists at Herod Elementary School. Each class participating in the Compartiendo Culturas/Sharing Cultures Program was comprised of approximately 50% native speakers of Spanish and 50% native speakers of English. Both languages were utilized as the medium of instruction for 50% of the time, with language mixing in the classroom avoided. Data from the first two years of the program indicate that substantial progress was made toward the program's three-year goals for program participants in both oral language proficiency and content area achievement.*

## Introduction

In 1994, Gary L. Herod Elementary School in the Houston Independent School District (HISD) received a three year Title VII grant from the Office of Bilingual Education and Minority Language Affairs (OBEMLA) at the U.S. Department of Education. During the 1994–95 academic school year, the HISD was comprised of 26.2% Limited-English Proficient (LEP) students, of which 95% were Spanish speaking. For 1995–96, those figures are 27.2% and 94%, respectively. Gary L. Herod Elementary School received this grant for its implementation of a dual-language, bilingual program which seeks to integrate LEP students more positively in the school environment. The school received a first-year grant of $170,000, with HISD in-kind contributions totaling $114,931 for 1994–95. For 1995–96, the Title VII grant provided $170,000.

### Project Description

*Compartiendo Culturas*/Sharing Cultures, a Title VII Two-Way Developmental Bilingual Education (DBE) Program at Herod Elementary School in the HISD, began in September, 1994. This locally designed program was created to end the isolation from the general student population that language minority students experienced with traditional bilingual programs. Simultaneously, the program would provide language majority students with the opportunity to acquire proficiency in a second language. The 1995–96 Herod Elementary School *Compartiendo Culturas*/Sharing Cultures Program, is presently serving four classes of approximately twenty-two students, kindergarten through third grade. The program was designed to add one grade level each academic year until a longitudinal and comprehensive two-way developmental bilingual program, K–5, exists at Herod Elementary School. Each class participating in the *Compartiendo Culturas*/Sharing Cultures Program was comprised of approximately 50% native speakers of Spanish and 50% native speakers of English. Students were taught in self-contained classrooms by a bilingual teacher and a bilingual instructional aide. Spanish was the medium of instruction for 50% of the time, and English was utilized the remaining fifty percent of the time. Language mixing in the classroom was avoided.

The formulation of the *Compartiendo Culturas*/Sharing Cultures Program was developed through grass roots efforts. The Herod administrative staff, teachers, and parents had experienced frustration with the compensatory/isolationist nature and sub-

tractive properties inherent in transitional bilingual education programming. These concerned individuals joined together in a concerted effort to more accurately assess and address the needs and programming of Herod Elementary School's minority language student population. Many hours were spent by the staff researching, collaborating, and designing this innovative Two-Way Developmental Bilingual Education (DBE) program.

**Project Goals and Objectives**

The goals addressed in Herod's Two-Way DBE program were formulated to meet the perceived language development, academic, and social/emotional needs of the school community. The three primary goals of the program are:

1. To provide language minority students with a rich English language learning environment that supports their academic learning while maintaining and enriching their native Spanish language development;
2. To eliminate the social isolation experienced by language minority students within the Herod student population; and
3. To grant majority language students the opportunity to learn a second language.

Because of this locally designed innovative program, bilingual education at Herod Elementary School is no longer a compensatory program striving to assist LEP students to acquire English. It has become an enrichment program in which minority and majority language students work together to become bilingual, biliterate, and bicultural.

The program objectives of the *Compartiendo Culturas* program are described as follows:

**Objective 1:** Students will acquire basic communicative skills in their second language.

(a) The limited-English proficient (LEP) students (K–3) will acquire basic communicative skills in English in two school years of instruction in this program.

(b) All of the fluent-English proficient (FEP) students (K–3) will acquire basic communicative skills in Spanish in two school years of instruction in this program.

**Objective 2:** Students will demonstrate mastery in all academic areas (language arts, mathematics, science, social studies) in the primary language (L1) and second language (L2).

(a) After the first year in the program, the LEP students will master 70% of the language arts, mathematics, science, and social studies HISD essential elements in Spanish. The FEP students will demonstrate the same mastery in English.

(b) At the end of the third year in the program, students will be given norm-referenced tests in L1 and L2 in all academic areas. The mean scores will be at or above the 50th percentile in L1 and L2.

**Objective 3:** Students will develop and demonstrate positive cross-cultural attitudes and behaviors as measured by an attitudinal survey.

**Objective 4:** The staff in the Two-Way Bilingual Program will improve the quality of the instruction provided to the students by participating in site visits, orientation and staff training.

**Objective 5:** The parents of the students will gain an understanding of the program and become more culturally sensitive by participating in language lessons, parent training, "Make and Take" workshops, and as classroom assistants.

**Project Implementation**

Almost all of the students placed in the program in 1994–95 continued through 1995–96, and will continue through the program's complete three years. Each day, the program participants received a complete, dual-language instructional day from program teachers.

**Instructional Implementation**

The 1995–96 Herod Two-Way DBE Program consisted of one kindergarten, first, second, and third grade class for the second year of operation. Each year a class will be added until there is one class in each of grades K–5. Each of these classes was composed of two groups of approximately eleven students whose dominant language is Spanish and English, respectively.

The students were separated for Language Arts instructions in their native language for a daily 45 minute period, as seen in **Figure 1**. While the teacher conducted the Language Arts class with half of the students, the others worked with the aide who reinforced concepts previously introduced by the teacher through the use of Computer Work, Center Activities, Extension Projects, Special Projects, Journal Writing and/or Silent Sustained Reading. Aides served as

Figure 1: Two-Way Language Model

**Opening Exercise:**
LEP & FEP students were grouped together. The language used was Spanish.

**Language Arts:**
All students received language arts in their dominant language for a period of 45 minutes daily.

**Content Area & Special Classes:**
LEP & FEP students were grouped together for instruction in the content areas and special classes. Language was determined by unit.

**End of Day Activities:**
LEP & FEP students were grouped together. The language used was alternated between English and Spanish.

assistants and did not initiate any instruction. While assisting the students, the aides reinforced the language of instruction rather than translate it.

During Content Area instruction, students were grouped together. *Compartiendo Culturas* implemented a 50/50 language model based on the successful Key School in Arlington, Virginia. This separation of language for instruction promotes language acquisition better than concurrent approaches. Since the second language learner is immersed in the second language, the teacher, with the assistance of one aide per class, conducts the class using careful and deliberate use of ESL/SSL methods such as Sheltered Language (repetition, simple sentence structure, slower speech rate, etc.) and Motherese (rephrasing, checking for comprehension, etc.). In addition, the teacher blends these techniques with the use of complex language appropriate for fluent native speakers. This methodology is enhanced by the use of Cooperative Learning, heterogeneous grouping and the use of authentic native literature. Students are also exposed to native language used by peers as well as teachers. Daily closing activities were conducted alternately in English or Spanish throughout the year.

### Training of Program Staff

Project staff participated in at least 33 hours of comprehensive training along with site visits of other dual-language programs, and attendance at the OBEMLA and NABE conferences for each of the program's two year of existence (1994–96). Training workshop topics included Cooperative Learning, Whole Language and Interdisciplinary Curriculum, and Developmentally Appropriate Practices (DAP). In addition, program staff were given the opportunity to enroll in graduate and undergraduate courses at a local university. Tuition and fees were covered by the grant as part of professional development.

### Staff Qualifications

Instructors for the *Compartiendo Culturas* program consisted of five bilingual teachers, three instructional aides and one project coordinator. All five bilingual teachers have extensive experience teaching (7–20 years) and several years experience in bilingual education (3–17 years ). Each instructor has certification in elementary and bilingual education in Texas. In addition, these teachers have trained/mentored new teachers in HISD and/or helped develop new bilingual programs in HISD.

The project coordinator brings to the project an extensive background in personnel and program management. The coordinator is also fluent in both Spanish and English, linguistically and culturally. She has experience developing curriculum and implementing innovative programs in her former classrooms. In addition, she holds certification and has experience teaching Bilingual Education, English as a Second Language, Early Childhood, Regular Elementary and Gifted/Talented classes. Program staff qualifications were detailed in the 1994–95 *Compartiendo Culturas* program evaluation report.

### Curriculum Design and Information Dissemination

As part of the implementation of the program, the staff at Herod Elementary has continued its on-going project of designing the curriculum for future dual-

language programs in the district. Thematic curriculum units have been completed for the program's first year lessons, and these are available to all interested parties. The staff meets regularly to discuss the structure of the program as additional grades are added. In addition, the program at Herod Elementary has served as an important model of a dual-language program for the HISD. It is regularly visited by district personnel (e.g., principals, superintendent) and the program staff has conducted numerous presentations to all interested parties. Most recently, the Houston Area Bilingual Association hosted its annual conference at Herod Elementary with the Compartiendo Culturas program being the showcase program.

**Parental Involvement**

Parental involvement in the program was provided to allow the parents to gain an understanding of the program and become more culturally sensitive by participating in several activities, such as language and parenting lessons, or as classroom assistants. In particular, parents were to be provided opportunities to participate in classes in their non-native language as well as instructional workshops focused on providing guidance in assisting their child student at home. All classes were conducted in both languages.

**Evaluation Goals and Research Questions**

The goal of this evaluation report was to describe the current progress of the DBE program at Herod Elementary, *Compartiendo Culturas*, and to document any progress, or lack thereof, for the second year of program implementation. As this program is part of a three year effort, findings reported in this evaluation will be assessed in terms of the progress being made toward the program's long-term goals for its participants. The following research questions were addressed:

1. What were the demographic characteristics of the program participants?
2. What were the students' oral language proficiencies, in both English and Spanish, at the end of the second year of instruction, as measured by the Woodcock-Muñoz test? What has been the progress in two years?
3. What were the student achievement levels in the content areas as measured by the SABE test for LEP students and the ITBS test for FEP students, during the second year of instruction in the program?
4. To what extent did the program staff participate in the program training? How did the training help the program staff achieve their instructional goals?
5. How were parents involved in the *Compartiendo Culturas* program and what were their perceptions of the program?
6. What were the perceived strengths of the *Compartiendo Culturas* program?
7. What were the recommendations of program staff, and parents for improving the quality of the program implementation?

## Method

**Participants**

The *1995–96 District and School Profiles* for HISD describes Herod Elementary as a school with 760 students, of which 22% are African American, 9% Asian, 22% Hispanic, and 47% White. Of these students, 28% are on free/reduced lunch, 23% are at-risk and 16% are limited-English proficient (LEP). Herod is a magnet program within HISD. *Compartiendo Culturas* served 84 students in grades K–3. Of these students, 39 were LEP and 45 were FEP students.

**Evaluation Design and Data Collection**

Several instruments were utilized to assess the performance for the student participants. Because of the age group of the program participants, few tests are administered by the school district to students below 3rd grade, thus making it difficult to generate a comparison group.

Oral language proficiency in Spanish and English was measured at the program's beginning by the Language Assessment Scales (LAS) for all program participants in the fall of the 1994–95 school year. Oral language proficiency at the program's first year conclusion was measured with the Woodcock-Muñoz. All future language proficiency will be measured at the end of the school year utilizing the Woodcock-Muñoz, with the exception of kindergarteners, who are tested in the fall as well, beginning in 1995–96. This measurement will assist in measuring development in language proficiency of the students as well as provide measurement feedback to the instructors of the program.

Student achievement in the content areas was measured utilizing the ITBS (English) and the SABE (Spanish). These norm-referenced tests will also allow the measurement of yearly progress among the students. This first year of testing provided the baseline

for the next two years of program implementation.

Because no appropriate cultural attitude scale for young students was found during the first year of the program, cross-cultural interactions and attitudes were not assessed on a quantitative basis but observed on a qualitative basis, through teacher and evaluator observations. Cross-cultural activities were planned as daily and special activities throughout the program and these activities are documented in **Appendix A**. To further record these interactions during the first year, videotapes of the classrooms were made for use by the program staff.

Project staff training was tracked by the program director through the use of a project timeline checklist. Parental involvement was also documented by the program director.

**Reliability and Objectivity of the Methods Used**

**Language Assessment Scales (LAS):** LEP students in HISD are identified through the administration of the oral LAS for grades K–5, both in English and Spanish. Oral linguistic proficiency is based on a student's performance on the test's six linguistic subsystems. Validity and reliability of the tests can be found in *A Convergent Approach to Oral Language Assessment: Theoretical and Technical Specifications on the Language Assessment Scales* (De Avila and Duncan, 1981).

**Spanish Assessment of Basic Education (SABE):** The SABE assesses native language proficiency and literacy. This norm-referenced test is designed to measure achievement in basic skills according to state and district curricula. The SABE test assesses achievement in areas such as reading comprehension, language use, math computation and math concepts, for students in grades 1–8 who receive instruction in Spanish. The validity and reliability of the tests can be found in the *SABE Technical Report* (1988).

**Iowa Test of Basic Skills (ITBS):** The ITBS assesses the development of basic academic skills of students in grades K–9, and identifies individual student's strengths and weaknesses. This multiple item test assess basic skills in vocabulary, reading, language, spelling, capitalization, punctuation, usage, work-study, visual materials, reference materials, mathematics concepts, problem solving, and computation. Listening and word analysis are also measured at the primary level. The validity and reliability of the tests can be found in the *Interpretive Guide for Teachers and Counselors* and the *ITBS Norms Booklet* (1993).

**Woodcock-Muñoz (W-M) Language Survey:** The Woodcock-Muñoz Language Survey, in English and Spanish, are sets of individually administered tests used to provide an assessment of proficiency in oral language, reading, and writing. In addition, the tests provide an overall measure of language competence. The Woodcock-Muñoz (W-M) was used as an assessment tool in this program because it allowed for testing in both languages with a norm-referenced test. In addition, the W-M Language Survey provides data in grade-equivalents, allowing for measurement of student progress based on grade-level performance. The validity and reliability of the tests can be found in the *Woodcock-Muñoz Language Survey Comprehensive Manual* (1993).

**Data Analysis**

Data from the program was analyzed using Microsoft Excel. This package was used to organize, summarize and analyze the information collected with regarding to demographics and testing. Observations of the program were also conducted to provide program implementation information and background.

## Results

**What were the demographic characteristics of the program participants?**

**Table 1** presents the distribution of students by grade level and native language group.

The data in Table 1 show that students were almost equal across all grades, along with near equal distribution in native language groups. The program demographics held to the goal of maintaining equal numbers of students from each language group.

Table 1: Program student demographics, by grade and native language, 1995–96

| Grade | N | LEP | FEP |
|---|---|---|---|
| K | 23 | 12 | 11 |
| 1 | 20 | 8 | 12 |
| 2 | 22 | 10 | 12 |
| 3 | 19 | 9 | 10 |
| Total | 84 | 39 | 45 |

Table 2: Oral Language Proficiencies of LEP Students in the Compartiendo Culturas Program, 1994–95 and 1995–96

| Grade | N | English | | | Spanish | | |
|---|---|---|---|---|---|---|---|
| | | Entry* | 94–95 | 95–96 | Entry* | 94–95 | 95–96 |
| K | 12 | n/a | 3.0‡ | 3.0 | n/a | 3.0‡ | 3.0 |
| 1 | 8 | 1.0 | 3.0 | 3.0 | 1.0 | 4.0 | 4.0 |
| 2 | 10 | 1.0 | 3.0 | 2.5 | 3.0 | 3.5 | 3.5 |
| 3 | 9 | 1.0 | 2.0 | 2.5 | 1.0 | 4.0 | 4.0 |
| Total | 39 | | | | | | |

CALP Scale
1.0=Negligible
1.5=Negligible to very limited
2.0=Very limited
2.5=Very limited to limited
3.0=Limited
3.5=Limited to fluent
4.0=Fluent
4.5=Fluent to advanced
5.0=Advanced

* Entry scores were generated utilizing the Language Assessment Scale test in the fall, 1994.

‡ Kindergarten 94–95 scores are pre-program test scores generated in the fall, 1995.

**What were the students' oral language proficiency, in both English and Spanish, at the end of the second year of instruction, as measured by the Woodcock-Muñoz test? What has been the progress in two years?**

Program participants' oral proficiencies were tested during the last month of the school year and compared to their performance the past year and at the beginning of the program. The LAS test was administered in both languages to all students at the beginning of the program in 1994–95. Since then, the Woodcock-Muñoz has been administered to measure oral proficiency. **Tables 2** and **3** summarized the data by grade and language group. Both these test provide a one to five scale to determine language proficiency, with one designating non-language speaker and five denoting advanced fluency.

As can be seen from the table, program participants have demonstrated growth in native language oral proficiency since the beginning of the program. LEP students have shown growth in their language, especially students currently in grades 1 and 3. All grade levels demonstrate a minimum limited proficiency in Spanish, up from non-native speaker status. FEP students have shown less gains but are at fluent to advanced oral proficiencies as demonstrated by the data.

When oral proficiencies are examined in the non-native language, gains are also noted. LEP students have demonstrated gains in English, from non-speaker to very limited to limited. FEP speakers have demonstrated slight gains as well, from non-speaker to very limited non-native speaker.

Table 3: Oral Language Proficiencies of FEP Students in the Compartiendo Culturas Program, 1994–95 and 1995–96

| Grade | N | English | | | Spanish | | |
|---|---|---|---|---|---|---|---|
| | | Entry* | 94–95 | 95–96 | Entry* | 94–95 | 95–96 |
| K | 11 | n/a | 4.0‡ | 4.5 | n/a | 2.0‡ | 2.0 |
| 1 | 12 | 4.0 | 4.5 | 4.5 | 1.0 | 2.0 | 2.0 |
| 2 | 12 | 3.0 | 4.5 | 4.5 | 1.0 | 1.5 | 1.5 |
| 3 | 10 | 3.0 | 4.5 | 4.5 | 1.0 | 1.5 | 1.5 |
| Total | 45 | | | | | | |

CALP Scale
1.0=Negligible
1.5=Negligible to very limited
2.0=Very limited
2.5=Very limited to limited
3.0=Limited
3.5=Limited to fluent
4.0=Fluent
4.5=Fluent to advanced
5.0=Advanced

* Entry scores were generated utilizing the Language Assessment Scale test in the fall, 1994.

‡ Kindergarten 94–95 scores are pre-program test scores generated int he fall, 1995.

Overall, the performance of both LEP and FEP students in the program's second year demonstrate substantial progress in oral proficiency in each group's respective language and noticeable gains in the foreign language. Performance by both groups have stabilized in year two of the program but are at proficiency levels. Compared to the first year of data, students have improved.

**What were the student achievement levels in the content areas as measured by the SABE test for LEP students and the ITBS test for FEP students, during the second year of instruction in the program?**

The Iowa Test of Basic Skills (ITBS) is a norm-referenced test used to determine the performance of students in elementary grades. Because the HISD does not utilize a norm-referenced test, the ITBS was used at Herod Elementary to determine performance on reading, language, and math for the English-speaking students. **Table 4** lists the normal curve equivalent scores for the FEP students taking the test at Herod Elementary. **Table 5** lists the grade equivalent scores.

Table 4: ITBS Normal Curve Equivalents for FEP Program Participants

| | Reading | | Math | | Language | |
|---|---|---|---|---|---|---|
| Gr | 94–5 | 95–6 | 94–5 | 95–6 | 94–5 | 95–6 |
| 1 | n/a | 69.0 | n/a | 65.0 | n/a | 70.0 |
| 2 | 63.7 | 58.0 | 64.9 | 69.0 | 71.6 | 69.0 |
| 3 | 67.3 | 74.0 | 59.8 | 58.0 | 69.4 | 81.0 |

As can be seen from Table 4, the normal curve equivalent (NCE) scores for FEP students demonstrate performance above average on the reading, math and language tests. In addition, NCE scores indicate sustained growth from 1994–95 levels. Table 3 shows FEP students performing substantially above grade level.

Table 5: ITBS Grade Equivalents for FEP Program Participants

| | Reading | | Math | | Language | |
|---|---|---|---|---|---|---|
| Gr | 94–5 | 95–6 | 94–5 | 95–6 | 94–5 | 95–6 |
| 1 | n/a | 2.8 | n/a | 2.4 | n/a | 2.7 |
| 2 | 2.5 | 3.2 | 2.5 | 3.8 | 2.6 | 3.9 |
| 3 | 3.8 | 4.7 | 3.4 | 4.2 | 3.9 | 5.0 |

The Spanish Assessment of Basic Education (SABE) is a Spanish version of a norm-reference test used by HISD to determine LEP students' performance on the essential elements. It was administered to the *Compartiendo Culturas* LEP students. **Tables 6** lists the normal curve equivalent and **Table 7** provides grade equivalent scores.

Table 6: SABE Normal Curve Equivalents for FEP Program Participants

| | Reading | | Math | |
|---|---|---|---|---|
| Gr | 94–5 | 95–6 | 94–5 | 95–6 |
| 1 | n/a | 77.6 | n/a | 80.4 |
| 2 | 63.5 | 85.6 | 48.6 | 86.2 |
| 3 | 43.7 | 95.6 | 53.0 | 66.0 |

Tables 6 and 7 also demonstrate LEP students performing substantially above average. LEP students have demonstrated large gains in NCEs as compared to FEP students. Additionally, the majority of LEP students are performing near or above grade level.

Table 7: SABE Grade Equivalents for FEP Program Participants

| | Reading | | Math | |
|---|---|---|---|---|
| Gr | 94–5 | 95–6 | 94–5 | 95–6 |
| 1 | n/a | 2.4 | n/a | 2.6 |
| 2 | 2.3 | 3.8 | 1.8 | 4.5 |
| 3 | 2.7 | 5.4 | 3.0 | 3.7 |

**To what extent did the program staff participate in the program training? How did the training help the program staff achieve their instructional goals?**

Staff training was an integral part of the *Compartiendo Culturas* program. Program instructors and teacher aides were trained in teaching and learning strategies designed for English/Spanish as a second language. In total, teachers and aides attended 33 hours of training sessions, visited other dual-language sites, and took advantage of allocated resources for postsecondary education courses both years of the program's existence.

Teachers and teacher aides attended six-hour workshops in three areas: Cooperative Learning (Kagan Cooperative Learning Institute), Whole Language and Interdisciplinary Curriculum (Teacher demonstrations), and Proper Use and Context of Developmentally Appropriate Practices (HISD workshop). Program staff also attended the annual National Association of Bilingual Education conference and observed the dual-language sites at Arlington, VA (Key School), Lufkin, TX (Slack Elementary), and Phoenix, AZ (John F. Kennedy Elementary). In addition, the annual OBEMLA Professional Conference was attended by the program director.

When asked in a survey their satisfaction with the professional development opportunities provided by the program, all of program staff who responded to the survey were satisfied to very satisfied with the opportunities. This general satisfaction with the training provided to the program staff is indicative of the usefulness of the training toward achieving the instructional goals of the program.

**How were parents involved in the *Compartiendo Culturas* program and what were their perceptions of the program?**

There were several avenues for parental involvement in the program. As part of the bilingual/bicultural component, parents of students in the program were provided instruction in their non-native language throughout the program. English as a Second Language classes (ESL) were held weekly on Tuesday evenings throughout the year. Two 32-hour classes/sessions of Spanish as a Second Language classes were also held. Two levels of Accelerated Spanish courses, provided by the district, were also held in the fall and spring semesters.

Parents were provided workshops that would assist them in helping their children with home instruction (e.g., Family Math, Targeting TAAS). "How-To" workshops, conducted in conjunction with the weekly English classes, providing parents with techniques to supplement their child's education. "Make and Take" workshops were held monthly to provide parents with necessary materials to aide in their home instruction. Home visits were incorporated into the program's parental involvement efforts.

Parents were also invited to be part of the classes and utilize their non-native language skills as storytellers and helpers. The parent of the day/week spent time in his/her child's class and served as storyteller, helper, speaker, etc., throughout the project year. Additionally, parents were encouraged to read stories to their children at home in both languages, with guidance provided by the teacher through meetings.

A parental survey was distributed to the parents at the end of program to document their perceptions of the program. A total of 43 parents responded out of a potential 85. Of these, 25 were Spanish-speaking and 18 were English-speaking. **Table 8** summarized the results of the survey.

As is evident from the results, a large majority (at least 70%) was satisfied or very satisfied with the different elements of the program. Parents were satisfied and felt that their children were satisfied with the program overall. In addition, they felt that progress was being made in both languages, that the use of technology as it enriched the learning environment was positive, and that the overall learning environment was a positive experience.

**What were the perceived strengths of the *Compartiendo Culturas* program?**

Identification of the perceived strengths of the *Compartiendo Culturas* program was based on survey results, discussions with the program director, and observations. The program exhibited many of the strengths inherent in the program. Several are identified and discussed below:

- **Program Elements:** Teachers noted that this year's organization and available supplies were strengths of the program. They also mentioned the time allotted for planning and training were strengths, as well as dedicated teachers. Parents commented on the dual language philosophy of the program.
- **Student Language Development:** Parents express satisfaction with their child's progress in both languages, especially Spanish-speaking parents, who praised the program's instruction in both languages.
- **Social/Emotional Climate:** Teachers commented on the integration of both language groups as well as the high expectations for the students. One also mentioned the teaching of children to understand and appreciate each other was a strength.

Observations made by the evaluator parallel the perceptions shared by parents and teachers. The program's operation was organized and coherent. The program director was consistent in implementing program components, providing materials to the program teachers, and providing on-going support and structure to the program. The structure of the dual-

Table 8: Parent survey responses to the dual-language program, 1995

| | Very Dissatisfied | Dissatisfied | Unsure | Satisfied | Very Satisfied | No Opinion/ Blank | Total |
|---|---|---|---|---|---|---|---|
| What is your degree of satisfaction with the Dual Language Program after the second year of implementation? | 1 (2%) | 1 (2%) | 1 (2%) | 12 (28%) | 26 (60%) | 2 (5%) | 43 100% |
| What is your perception of your child's degree of satisfaction with the Dual Language Program after the first year of implementation? | 1 (2%) | 0 (0%) | 1 (2%) | 14 (33%) | 25 (58%) | 2 (5%) | 43 100% |
| What is your degree of satisfaction with your child's continuing progress and development of his/her native language arts program? | 0 (0%) | 1 (2%) | 1 (2%) | 10 (23%) | 30 (70%) | 1 (2%) | 43 100% |
| What is your degree of satisfaction with your child's continuing second language arts program? | 1 (2%) | 0 (0%) | 2 (5%) | 11 (26%) | 27 (63%) | 2 (5%) | 43 100% |
| What is your degree of satisfaction concerning the second language classes offered for parents as part of the Dual Language Program? | 0 (0%) | 0 (0%) | 3 (7%) | 12 (28%) | 19 (44%) | 9 (21%) | 43 100% |
| If you were able to attend, what is your degree of satisfaction concerning the parental Make and Take workshops? | 0 (0%) | 1 (2%) | 0 (0%) | 8 (19%) | 19 (44%) | 15 (35%) | 43 100% |
| What is your degree of satisfaction concerning the utilization of technology as it supports the Dual Language Program? | 0 (0%) | 0 (0%) | 2 (5%) | 11 (26%) | 26 (60%) | 4 (9%) | 43 100% |
| What is your perception concerning your child's increased level of interest in the technology that supports the Dual Language Program? | 0 (0%) | 0 (0%) | 2 (5%) | 12 (28%) | 26 (60%) | 3 (7%) | 43 100% |
| What is your perception concerning your child's increased academic skills as a result of the technology that supports the Dual Language Program? | 1 (2%) | 0 (0%) | 2 (5%) | 9 (21%) | 26 (60%) | 5 (12%) | 43 100% |
| What is your degree of satisfaction concerning the social and emotional climate of the learning environment of the Dual Language Program? | 2 (5%) | 1 (2%) | 1 (2%) | 10 (24%) | 27 (64%) | 1 (2%) | 42 100% |
| Overall, how satisfied are you with the Dual Language Program at Herod Elementary? | 1 (2%) | 0 (0%) | 1 (2%) | 7 (16%) | 32 (74%) | 2 (5%) | 43 100% |

language program, as shown in research and other dual-language schools, was the primary element observed that contributed to the substantial gains made by students in language development and in the social/emotional climate of the program. Last, the level of professionalism exhibited by the staff and program manager also contributed, and continue to contribute, to the overall success of the program.

**What were the recommendations of program staff, and parents for improving the quality of the program implementation?**

Several recommendations and areas of concern were expressed by the staff and parents regarding elements of the *Compartiendo Culturas* program. These elements are discussed below:

- **Homework:** Some English-speaking parents expressed the concern at not being able to help with some of their child's Spanish homework because they did not know enough Spanish. Another felt the homework load was sometimes overwhelming.
- **Parental Language Classes:** Parents, especially Spanish-speaking parents, expressed the desire to have more second language classes offered to them. Some parents made suggestions to enhance the "foreign-language" experience beyond the language classes, such as offering "immersion" activities for a weekend to assist in the maintenance of their language instruction.

## Discussion

*Compartiendo Culturas*, the Title VII, two-way bilingual program, implemented at Herod Elementary in 1994–95, has demonstrated continued substantial academic progress and oral language proficiency gains in its second year of existence. This progress is indicative of the presence of several important factors that contribute to the success of the program. This

section will summarize and discuss several components of the program that have contributed to its progress this first year.

### Program Implementation/Design and Staff Qualification

Information from the staff (qualifications and surveys) indicate that the program not only prepared them sufficiently for the program but also recruited them on the basis of their qualifications. All the instructors and the program director had experience with bilingual instruction. These instructors were also part of the planning process for the *Compartiendo Culturas* program. Furthermore, the program provided training for the teachers in areas which would be important to the instructional implementation of the program.

Management of the program by the program director was well documented and coordinate. Appendix A summarized the different elements of the program and how they were accomplished. As can be seem from those tables, the implementation of the program was very deliberate and coherent, with each goal being defined by various steps and indicators.

Last, teacher and parent surveys demonstrated that implementation was thorough enough to elicit a positive response to the program at all levels. Both teachers and students' parents were very satisfied with the program's atmosphere, opportunities and effect on their child's development.

### Parental Involvement

The parental involvement goal of the *Compartiendo Culturas* was achieved to the satisfaction of the parents. The program provided several second language classes to the parents, as well as workshops to assist parents in providing reinforcement lessons at home. Parents also took advantage of the "parent of the day/week" opportunities to be present in the classrooms of program participants.

As compared to last year, parents this year were more comfortable with the program. No clear problems arose in the comments of parents other than requests for more foreign-language classes and opportunities to interact with parents more regularly.

### Observed Student Progress

Student participants in the program demonstrated substantial academic and linguistic progress since the program's first year. The program goals, based on research and other dual-language models, are to have students perform at the 50th percentile on a norm-referenced test in both languages after three years in the program. This second year showed students performing at levels expected and progressing rapidly to the program's goals in academic objective areas.

Oral language proficiency of the students was demonstrated to have shown substantial gains in one year. These gains were maintained in the second year of the program. In particular, the LEP students demonstrated substantial growth in both languages. FEP students showed some gains in Spanish oral language proficiency. English proficiency in FEP students overall measured very high both before entry and after two years in the program. Thus, there was less room to demonstrate growth.

## Recommendations

1. Based on the oral language ability data, both groups maintained gains made in the first year. The program staff should continue to monitor and adjust the program's strategy, if appropriate, to continue improvements in the level of oral language proficiency in both language groups.

2. Given the overall positive trends of the program, staff should explore methods of expanding the program into the future years. Both groups are showing above average performance in academic subjects while developing foreign language proficiency. It would enhance the program if students had additional grades in which to continue their foreign language development.

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## Appendix A
## Project Goals Checklist

This appendix contains the Compartiendo Culturas/Sharing Cultures tables outlining the program's goals and their method of evaluating and documenting their accomplishment. The column entitled "Progress" contains narrative describing how and/or when the goals were completed.

**PRIORITY/AREA**
Objective 1A: Acquisition of Basic Communication Skills in English

**STATEMENT OF NEED:**
LEP students need exposure to a wide range of teaching and learning strategies in order to develop English language proficiency.

| Objectives/Activities to Meet Stated Need | Person/Positions Responsible | Established Time Frame | Means of Evaluating and Documenting Accomplishment | Progress |
|---|---|---|---|---|
| 1. Through peer teaching and cooperative learning, Spanish dominant students will interact with English dominant students who will provide proper modeling of the English language. Teachers will facilitate activities such as role playing, brainstorming and shared reading. | Teachers, Aides, Students | Ongoing | Teacher observation<br>Teacher/student conferences<br>Student presentations<br>Video & audio recordings | Through peer teaching and cooperative learning, Spanish dominant students interacted with English dominant students who provided proper modeling of the English language. Teachers facilitated activities such as role playing, brainstorming and shared reading throughout the year. |
| 2. Teachers will model proper use of English language through ESL instruction embedded in the content area (math, science, social studies) by the use of storytelling, language experience, storywriting, and total physical response activities and experiments. | Teachers, Aides | Ongoing | Teacher observation<br>Student stories oral/written<br>Student portfolios<br>Video & audio recordings | Teachers modeled proper use of English language through ESL instruction embedded in the content area (math, science, social studies) by the use of storytelling, language experience, storywriting, and total physical response activities and experiments throughout the project year. |
| 3. Teachers will model and provide the use of DAP and other manipulative materials to facilitate and reinforce language concept attainment in English. | Teachers, Aides | Ongoing | Student checklists<br>Student portfolios<br>Video & audio recordings | Teachers modeled and provided the use of DAP and other manipulative materials to facilitate and reinforce language concept attainment in English throughout the project year. |
| 4. Students will use computers and interactive software to reinforce and enrich English vocabulary. | Teachers, Aides<br>Computer teacher | Ongoing | Teacher/student conferences<br>Checklists | Students used computers and interactive software to reinforce and enrich English vocabulary throughout the project year. |
| 5. Teachers will provide an environment where language activities are related to real life and where risk-taking is encouraged. For example, students will write letters to relatives/friends. Students will research or read about subjects/topics using interactive software and interviews with community members. | Teachers, Aides | Ongoing | Student work is displayed in room<br>Video & audio recordings<br>Student portfolios | Teachers provided an environment where language activities were related to real life and where risk-taking was encouraged. Students researched or read about subjects/topics using interactive software throughout the project year. |







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**PRIORITY/AREA**
Objective 1A: Acquisition of Basic Communication Skills in English

**STATEMENT OF NEED:**
LEP students need exposure to a wide range of teaching and learning strategies in order to develop English language proficiency.

| Objectives/Activities to Meet Stated Need | Person/Positions Responsible | Established Time Frame | Means of Evaluating and Documenting Accomplishment | Progress |
|---|---|---|---|---|
| 1. Through peer teaching and cooperative learning, Spanish dominant students will interact with English dominant students who will provide proper modeling of the English language. Teachers will facilitate activities such as role playing, brainstorming and shared reading. | Teachers, Aides, Students | Ongoing | Teacher observation<br>Teacher/student conferences<br>Student presentations<br>Video & audio recordings | Through peer teaching and cooperative learning, Spanish dominant students interacted with English dominant students who provided proper modeling of the English language. Teachers facilitated activities such as role playing, brainstorming and shared reading throughout the year. |
| 2. Teachers will model proper use of English language through ESL instruction embedded in the content area (math, science, social studies) by the use of storytelling, language experience, storywriting, and total physical response activities and experiments. | Teachers, Aides | Ongoing | Teacher observation<br>Student stories oral/written<br>Student portfolios<br>Video & audio recordings | Teachers modeled proper use of English language through ESL instruction embedded in the content area (math, science, social studies) by the use of storytelling, language experience, storywriting, and total physical response activities and experiments throughout the project year. |
| 3. Teachers will model and provide the use of DAP and other manipulative materials to facilitate and reinforce language concept attainment in English. | Teachers, Aides | Ongoing | Student checklists<br>Student portfolios<br>Video & audio recordings | Teachers modeled and provided the use of DAP and other manipulative materials to facilitate and reinforce language concept attainment in English throughout the project year. |
| 4. Students will use computers and interactive software to reinforce and enrich English vocabulary. | Teachers, Aides<br>Computer teacher | Ongoing | Teacher/student conferences<br>Checklists | Students used computers and interactive software to reinforce and enrich English vocabulary throughout the project year. |
| 5. Teachers will provide an environment where language activities are related to real life and where risk-taking is encouraged. For example, students will write letters to relatives/friends. Students will research or read about subjects/topics using interactive software and interviews with community members. | Teachers, Aides | Ongoing | Student work is displayed in room<br>Video & audio recordings<br>Student portfolios | Teachers provided an environment where language activities were related to real life and where risk-taking was encouraged. Students researched or read about subjects/topics using interactive software throughout the project year. |









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**PRIORITY/AREA**

Objectives 2A & 2B: Mastery of Language Arts and content area in L1 and L2. Primary language (L1) & Secondary language(L2)

**STATEMENT OF NEED:**

Students will develop proficiency in L2, while making normal progress in L1 at grade level in language arts and other content areas.

| Objectives/Activities to Meet Stated Need | Person/Positions Responsible | Established Time Frame | Means of Evaluating and Documenting Accomplishment | Progress |
|---|---|---|---|---|
| 1. Students will use varied trade books and library books for storytelling and reading in L1 and L2. | Teachers, Aides | Ongoing | Teacher Observation<br>Student storytelling<br>Reading in L1 and L2 | Students used varied trade books (e.g., La Gallinita Roja, Las Tres Cabritas, El Juego de la Pelota, Alexander's Very Bad Day and Brown Bear Brown Bear) and students visited the library once a week. |
| 2. Students will participate in letter writing and journal writing in L1 utilizing the classroom computers. | Teachers, Aides | Ongoing | Journal correspondence between teacher and student: evidence of correspondence | Students participated in daily journal writing on the computer. |
| 3. Students will create stories using language experience in L1 and L2. | Teachers, Aides<br>Students | Ongoing | Student portfolios, published class books | Students created stories all year long in L1 and L2. |
| 4. Students will share ideas, experiences, interests, orally in L1 and L2 using dramatization, puppetry, recordings (audio and visual). | Teachers, Aides<br>Students | Ongoing | Drama plays, student audio and video cassettes | Students shared their ideas, experiences, interests, orally in L1 and L2 using dramatization, puppetry, recordings (audio and visual) throughout the year. |
| 5. Students will develop and publish a quarterly classroom newspaper in L1 and L2 using the computers. | Teachers, Aides<br>Students<br>Computer Teacher | Ongoing | Completion and distribution of newsletter | |
| 6. Students will use DAP manipulatives to reinforce mathematical concepts in L1 and L2. Teachers will model the proper use of manipulatives | Teachers, Aides | Ongoing | Student checklists<br>Student portfolios<br>Teacher made tests & observations | Students used DAP manipulatives to reinforce mathematical concepts in L1 and L2. Teachers modeled the proper use of manipulatives through out the year. |
| 7. Teachers will guide students to predict outcomes and verify results using the scientific process through observations and experiments in L1 and L2. | Teachers, Aides<br>Students | Ongoing | Student science journals, group projects presentations | Teachers guided students to predict outcomes and verify results using the scientific process through observations and experiments in L1 and L2 through out the year. |
| 8. Students will learn about the weather (predict, infer and estimate) important people, map reading skills, and current events through use of daily newspapers and computer programs. | Teacher, Aides<br>Students | Ongoing | Response journals<br>Student Portfolios<br>Computer management systems | Students learned about the weather (predicted, inferred and estimated) important people, map reading skills, and current events through use of daily newspapers and computer programs. |
| 9. Students will demonstrate a positive attitude toward problem-solving by re-enacting current events using puppets, by creating solutions to problems, by identifying steps involved in solving problems. | Teacher, Aides | Ongoing | Student presentation of problems and solutions | Students demonstrated a positive attitude toward problem-solving by re-enacting current events using puppets, by creating solutions to problems, by identifying steps involved in solving problems throughout the year. |

**PRIORITY/AREA**
Objective 3: Positive Cross-Cultural Attitudes and Behaviors

**STATEMENT OF NEED:**
To respect and share other cultures, students need to experience ways in which they are special but interdependent.

| Objectives/Activities to Meet Stated Need | Person/Positions Responsible | Established Time Frame | Means of Evaluating and Documenting Accomplishment | Progress |
|---|---|---|---|---|
| 1. A learning center will be established in each classroom where students can participate in active social learning. | Teacher | September | Teacher observations<br>Student portfolios | A learning center was established in each classroom where students participated daily in active social learning throughout the project year. |
| 2. A period of time in the center in which the students interact with one another, become involved in discovery and solve problems will be a part of the daily instruction. | Teacher | Ongoing | Teacher Observations<br>Student Portfolios<br>Anecdotal records | A period of time in the center in which the students interacted with one another, became involved in discovery and solved problems was a part of the daily instructiont throughout the project year. |
| 3. During the language arts block, teachers will introduce self-awareness/esteem units. The literature link includes books such as "I Like Me" (Nancy Carlson) and self-esteem books. | Teacher, Aides | Ongoing | Student portfolios<br>Teacher observations, videos | During the language arts block, teachers introduced self-awareness/esteem units. These Units include the Kindergarten ***Me Unit,*** First Grade ***Amigos Unit*** Second Grade ***Human Body Unit,*** and Third grade ***Rainfores Unit.*** |
| 4. Music will include songs in both English and Spanish from a variety of cultures in order for the children to appreciate these. | Teacher | Ongoing | Audio and video tapes<br>Teacher observations | Teachers introduced music which included songs in both English and Spanish from a variety of cultures throughout the project year. |
| 5. Children will dramatize songs, fairy tales and use puppets to illustrate different cultures. Visiting artists will give presentations. | Teacher, Aides<br>Students | Ongoing | Teacher, aide observations<br>Student productions<br>Student portfolios | Children dramatized songs, fairy tales and used puppets to illustrate different cultures. Kendall Sizer from the Children's Theatre of Houston gave a presentation in May on childrens from around the world. |
| 6. Field trips to cultural area, cultural events, theater presentations, the Houston International Festival and for special holiday programs will serve as a basis for understanding and appreciating other cultures. | Principal, Teachers, Aides, Parents | Ongoing | Student, teacher records<br>Student journals and participation | Children attended the following field trips, cultural events and theatre presentations: Children's Museum, Early Stages Theatre, Wortham Center(Aladdin), Children's Museum, Memorial Park Live Museum, Brazos Bend Park, Museum of Fine Arts, Museum of Natural Science, Arboretum, SanJacinto. |
| 7. Guest speakers from different cultures will be invited to the school and will serve as role models. | Principal, Teachers, Parents | Ongoing | Student journals , thank you notes<br>Highlights in student newsletter | Guest speakers from different cultures came to the school throughout the year and read to the children, talked to them about their native countries and served as role models. |

**PRIORITY/AREA**
Objective 4: Parent involvement

**STATEMENT OF NEED:**
Parent will be given language instruction in L2 and will be involved in follow-through at home and school in order to increase involvement.

| Objectives/Activities to Meet Stated Need | Person/Positions Responsible | Established Time Frame | Means of Evaluating and Documenting Accomplishment | Progress |
|---|---|---|---|---|
| 1. Parents will be provided instruction in L2, two hours per week. | Coordinator | Ongoing | Sign-in sheets, role play | 1. English as a Second Language Classes were held weekly on Tuesday evenings throughout the year. Two thirty-two hour classes of Spanish as a Second Language Classes were held. Accelerated Spanish Level I was held in the fall semester andAccelerated Level II was held in the spring semester. |
| 2. "How-To" workshops, to help students at home, will be given each month and conducted bilingually for parents. | Coordinator | Ongoing | Sign-in sheets, role play, videos | 2. "How-To" workshops were conducted in conjunction with the weekly English classes and the monthly "Make and Take" workshops. |
| 3. "Make and Take" workshops will be given so that parents have materials necessary to help their children at home. | Teachers Coordinator | Ongoing | Sign-in sheets, agendas and products | 3. "Make and Take" workshops were given monthly . |
| 4. Parent of the day/week will spend day in child's class and serve as storyteller, helper, speaker, etc. | Teacher, Aides, Parents | Ongoing | Monthly schedules Student journals | 4. Parent of the day/week spent time in his/her child's class and served as storyteller, helper, speaker, etc. throughout the project year. |
| 5. Parents will read a story to their students at home in L2 with teacher guidance. | Teachers, parents | February-May | Parent feedback | 5. Parents read stories to their children at home in L1 and L2 with teacher guidance. |







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**PRIORITY/AREA**
Objective 5: Staff Training

**STATEMENT OF NEED:**
Teachers and aides will be knowledgeable in different teaching and learning strategies designed ESL and SSL

| Objectives/Activities to Meet Stated Need | Person/Positions Responsible | Established Time Frame | Means of Evaluating and Documenting Accomplishment | Date Completed |
|---|---|---|---|---|
| 1. Teachers and teacher aides will attend a six-hour workshop on Cooperative Learning, to be given by an expert consultant. | Expert consultant<br>Coordinator | July - August | Sign-in sheets<br>Teacher made activities using Cooperative Learning strategies<br>Teacher demonstrations | Teachers attended the Kagan Cooperative Learning Institute from 8:30 to 5:30 on **2/18/95** at the NABE Conference. Teachers Aides attended training on effective teaching practices with LEP students on**1/11/95** and **2/14/96**. |
| 2. Teachers and aides will attend a six-hour workshop on Whole Language and Interdisciplinary Curriculum. | Coordinator<br>Expert consultant | August-October | Sign-in sheets<br>Teacher demonstrations<br>Written Interdisciplinary Unit using Whole Language strategies | Teachers **2/17/95**<br>Teachers Aides **11/3/94**<br>" " " **3/25/95**<br>" " " **10/25/95**<br>" " " **1/26/96** |
| 3. Teachers and aides will attend a six-hour workshop on the proper use and context of DAP. | Expert consultant | September | Sign-in sheets<br>Teacher demonstrations | Teachers and aides attended a workshop on the Primary Progress Report conducted by Lynn Barnes, HISD's DAP specialist on **11/2/94** |
| 4. Teachers and teacher aides will attend 15 hours of Computer Training. | Computer consultant | Ongoing | Sign-in sheets | Project Coordinator, Teachers and Teacher's Aides attended a Technology course for graduate and undergraduate credit respectively at Houston Baptist University, for 45 hours in the **Winter Quarter.** |
| 5. Teachers, coordinator and principal will observe at other Dual-Language sites. | Teachers<br>Coordinator<br>Principal | October<br>January | Travel log<br>Observation form | Key School in Arlington VA **10/24/94**<br>Slack Elementary in Lufkin TX **1/9/95**<br>John F. Kennedy Elementary in Phoenix, AZ **2/15/96** |
| 6. Professional staff will attend OBEMLA. | Professional staff | Oct. 94<br>Dec. 95 | Registration | **10/29/94**<br>**12/1/95** |
| 7. Money will be allocated for staff members seeking higher education. | Staff members | Ongoing | Registration forms and transcripts | $5,113 was spent Staff tuition at IHE during the 94–95 budget period.<br>$5,170 was spent Staff tuition at IHE during the 95–96 budget period. |